

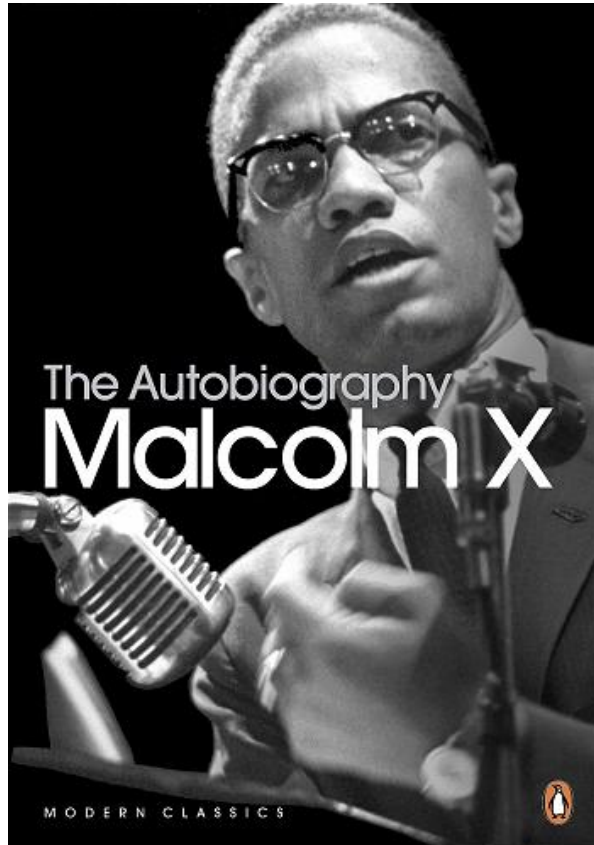


Malcom X *(El-Hajj Malik El-Shabazz)*

& Educational Repair

LIBERATORY LEARNING, (IN) FORMAL SPACES

Understanding: Books & Literature



“As you can imagine, especially in a prison where there was heavy emphasis on rehabilitation, an inmate was smiled upon if he demonstrated an unusually intense interest in books. There was a sizable number of well-read inmates, especially the popular debaters, Some were said by many to be practically walking encyclopedias.

They were almost celebrities. No university would ask any student to devour literature as I did when this new world opened to me, of being able to read and *understand*.”



Potential: From Little to X



Police mugshots, 1944

- Garveyite Father – murdered
- Home burnt down by KKK / supremacists
- Mother institutionalised after breakdown
- He and sibling placed into foster homes
- Settles in suburban region (Lansing) is gifted student
- Teacher tells him that becoming a lawyer was “no realistic goal for a [n word]”.
- After 8th grade drops out of school, goes to New York
- Went to prison aged 21 for burglary (Detroit Red)
- Acquires a ‘homemade education’
- Released in 1952 after 6 years
- Becomes minister for Nation Of Islam (NOI)

Educational Repairs



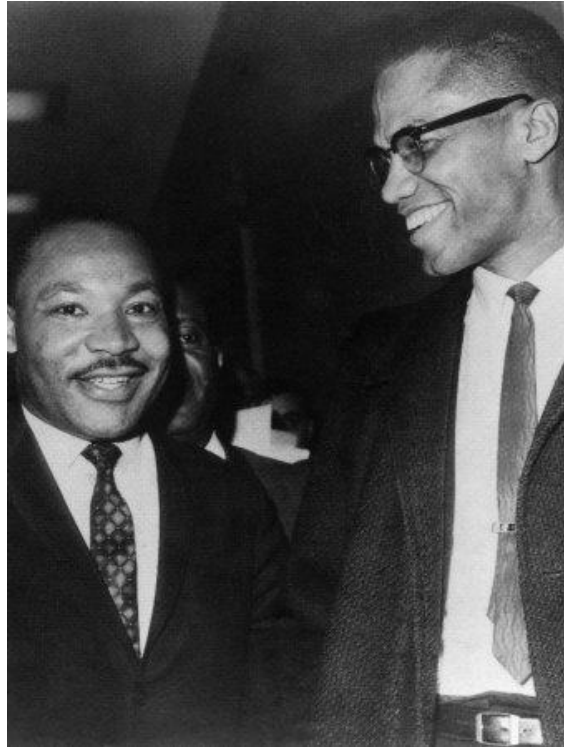
The Aardvark

Informal Education Program

- Reading awakens Malcolm's "long dormant craving to be mentally alive."
- Malcolm develops an Africentric system of beliefs.
- The history of African enslavement and uprisings by Nat Turner and John Brown shapes his purpose.
- His study of resistance to imperialism in China and India teaches him opposition to colonialism extended beyond Africa.
- The prison's debate program develops Malcolm's rhetorical skills by introducing him to public speaking.



Activism: Militant & Human Rights



The Meeting: 26 March 1964

Complimentary Revolutionaries

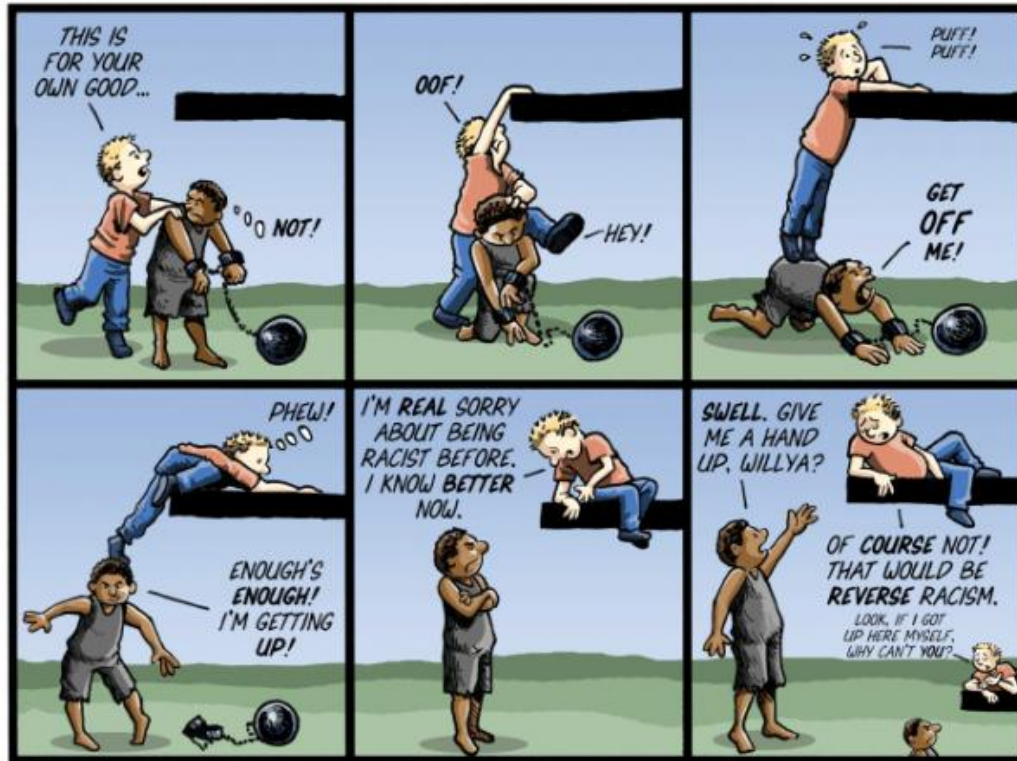
- Non-violent resistance
- Self defence, by any means necessary
- Ideological Timeline:
So called 'Negro' Rights > Civil Rights > Human Rights



American Nazi Party Commander George Lincoln Rockwell listening to Malcolm X, 1961



Activism: Reparations as Social Justice



A CONCISE HISTORY OF BLACK-WHITE RELATIONS IN THE U.S.A.

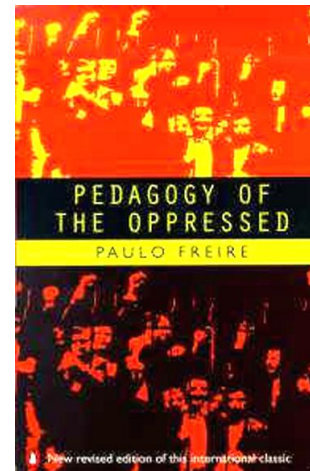
Theoretical v Applied Debate

“Any school which does not foster students' capacity for critical inquiry is guilty of violent oppression.”

Paulo Freire, 1970

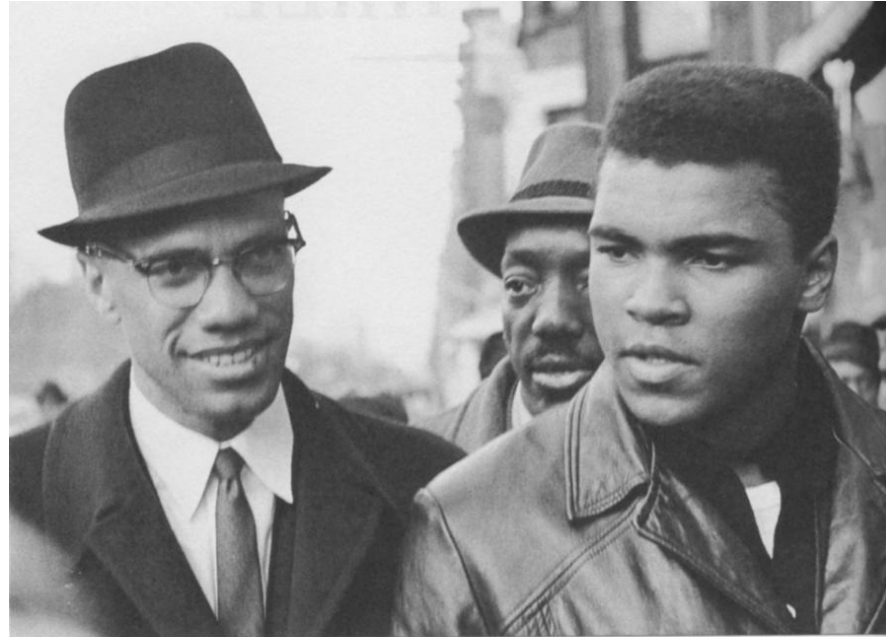
“If you are the son of a man who had a wealthy estate and you inherit your father's estate, you have to pay off the debts that your father incurred before he died.”

Malcolm X



New revised edition of this international classic

Support: International and Multicultural



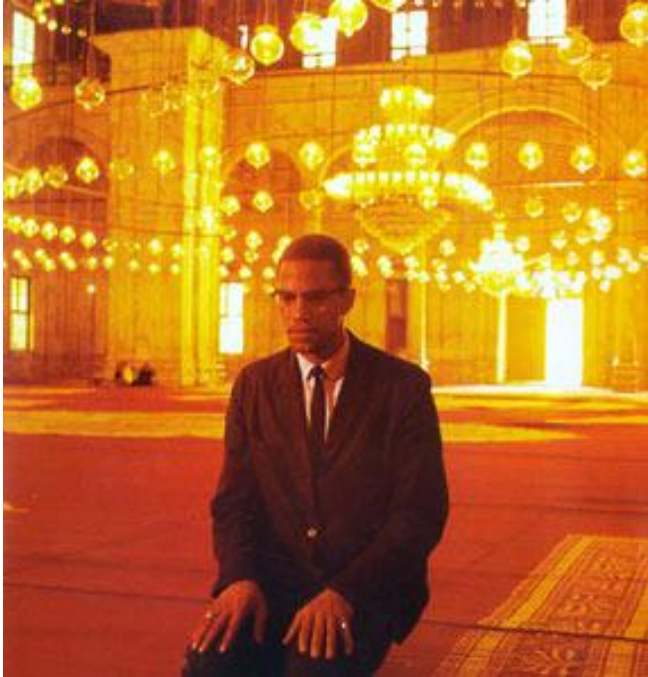
www.sankofa.org

“And I, for one, will join in with anyone, I don't care what color you are, as long as you want to change this miserable condition that exists on this earth.”



Olympic Project for Human Rights (1968): Norman, Smith & Carlos

Spiritual Journey: Sunni Muslim



El-Hajj Malik El-Shabazz

“If white Americans could accept the Oneness of God, then perhaps, too, they could accept in reality the Oneness of Man -- and cease to measure, and hinder, and harm others in terms of their ‘differences’ in color.”

- Split from NOI in 1963
- Travels to Mecca
- Humanistic Perspective

Education: Female Empowerment



Helped found the Cultural Association for Women of African Heritage with Maya Angelou

“Where the woman have been pushed into the background and kept without education, the whole area or country is just as backward, uneducated and “under developed”.

Where the women are encouraged to get education and play a more active role in the all round affairs of the community and the country, the entire people are more active, more enlightened, and more progressive.

Thus, in my opinion, the Muslim religious leaders of today must re-evaluate and spell out with clarity the Muslim position on education in general and education for women in general.”

Interview with Al-uslimoon Magazine, Feb 1965

Political Journey: Pan African Identity



Omowale Malcolm X

“In the interest of world peace, we beseech the heads of the independent African states to recommend an immediate investigation into our problem by the United Nations Commission on Human Rights.”

– Organisation of African Unity, July 1964

- 1964, Founded Organisation of Afro-American Unity (OAAU) (with advisor - Dr John Henrik Clarke)
- 21 Feb 1965, Assassinated

“race”, “negro”, “integration”, “emancipation,”

Academic Vigour: Sincere Philosophy



Oxford Union, 1965

The myth of 'whiteness' as universal truth

"I'm enough of an artist to draw freely on my imagination, which I think is more important than knowledge."

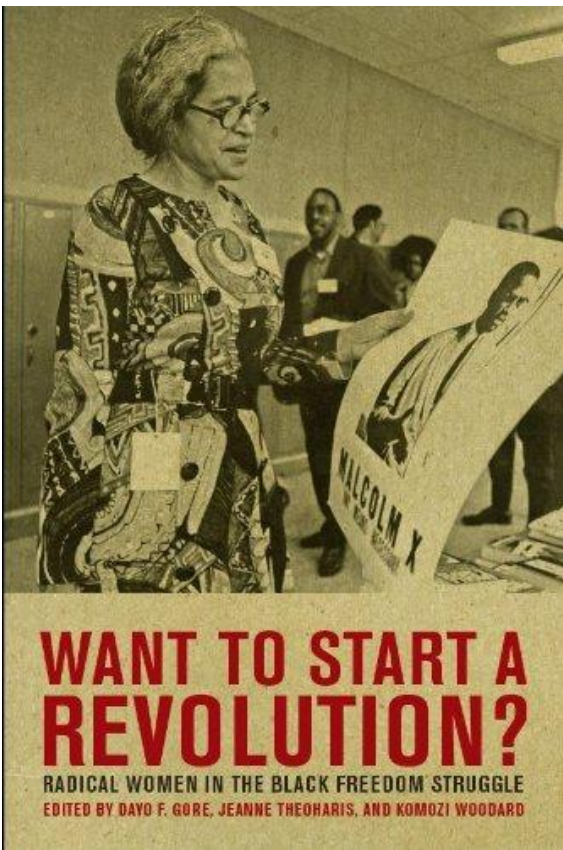
(Albert Einstein)

"Make every home, every shack or rickety structure a *centre of learning*."

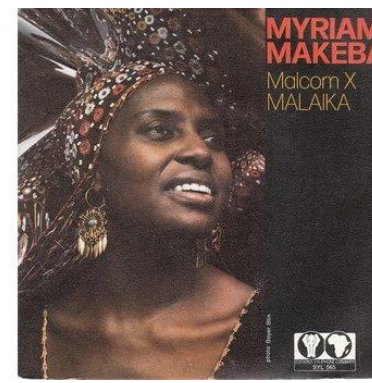
(Nelson Mandela)



Educational Journey: Tools of Liberation

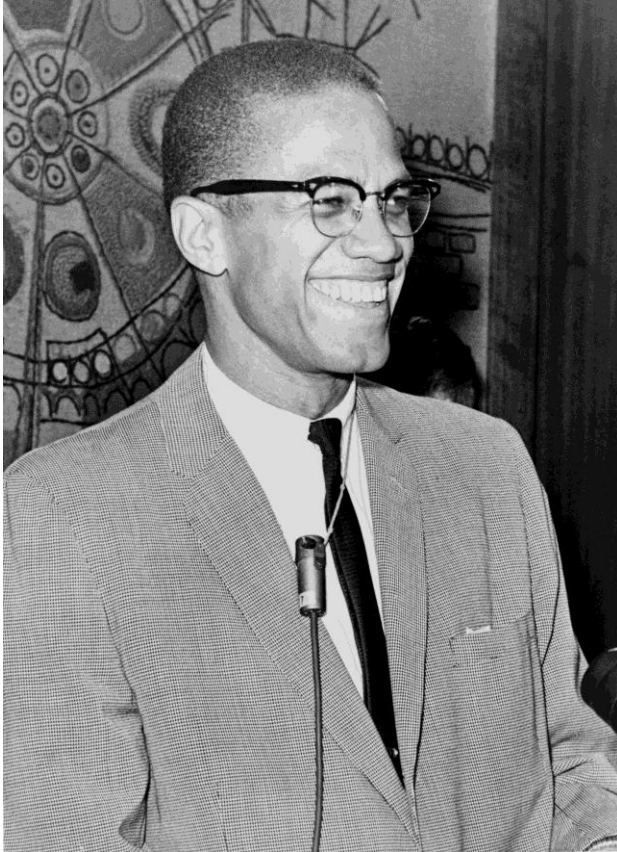


- In Summary - Make it real, make it relevant
- Rethink social and academic mythology through dialectic and didactic lens
- Apply critical analysis to doctrines of authority
- Restore the process of cognition in schooling
- Utilise art and peer to peer networks for knowledge production, reflection and transfer
- Be creative, stimulate imagination to support independent learning



"Like books and Black lives, albums still matter. Tonight and always" – Prince, Grammys 2015

AHM2015: Thank You



Omowale Malcolm X: 1925 - 1965

We can say 'Peace on Earth,' we can sing about it, preach about it or pray about it, but if we have not internalized the mythology to make it happen inside us, then it will not be.
(Betty Shabazz)

